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This special report describes the state of current sex education programs and policies in the nation's public schools, and offers guidelines for school officials, parents, and concerned citizens involved in developing sex education programs. Sixteen general principles for use in planning and implementing a sex education program are followed by specific suggestions concerning the appropriate curriculum components of sex education programs in the early elementary grades, middle elementary grades, junior high school, and high school. A brief review of sex education programs currently operating in 16 school districts throughout the nation illustrates the variety of approaches and tactics which have been used to develop sex education programs. Twenty-eight policy and curriculum guides are included in the document's 67-item bibliography. (JH)

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Occasionally, the editors decide that some aspects of education are important enough to be covered in detail through special reports. This is the ninth report of this type. Others have reported on problems confronting school boards in an era of conflict; the impending technological revolution in education; the 1967 amendments to the Elementary and Secondary Education Act; the ways in which computers are being used to help solve the problems of education; and the present and future uses of individually prescribed instruction in the classroom.

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EDUCATION U.S.A.

SPECIAL REPORT

Sex Education in Schools

GOODBYE TO JUNE-MOON-SPOON

From the romantic June-moon-spoon era of 1900, the sexual attitudes of America's young seem to have evolved into the swinging "come-on-baby-light-my-fire" bravado of the late '60s--a development that has adults all shook up and young people considerably confused.

Grandpa can still remember when "keeping company" with his young lady was quite literally true. A large company of parents and other chaperones were usually around.

"Dating" entered the picture in the 1920's. Young couples were allowed to make a date and go somewhere alone without an army of parents, relatives, or friends. The new freedom had many roots--big city living was making close surveillance of the young more difficult; the automobile was here to stay and so were the movies where young folks could learn the art of courting from the silver screen; coeducation was the thing and people were staying in school longer; the feminists were urging girls to be more independent; and as industrialism grew, women joined men in factory and office.

Then came the '30s and '40s of "Stardust" and big bands and the proms where a girl measured her sex appeal to the stagline by the number of times boys "cut in." In those days to "go steady" meant the girl or boy was rather an oddball, and perhaps not too attractive to most of the opposite sex.

The idea in the '30s and '40s was to date many boys and girls and, says family specialist Robert Veit Sherwin, the pattern provided a fairly rational means of selecting a mate. "Playing the field" protected most young people from great intimacies and early marriages, although there was increased flirtation, and greater petting.

But to the surprise and dismay of many parents, "going steady" became the in-thing in the late '40s. Their boy or girl was dating just one person

Table of Contents

Goodbye to June-Moon-Spoon....1
Searching Out the Facts....3
Guiding Principles for Family Life And Sex Education Programs....6
Getting Started....12
Sex Education in the Early Elementary Grades....17
Sex Education in the Middle Grades....19
Sex Education in the Junior High School....23
Sex Education in the Senior High School....25
Where Will We Find the Teachers?....27
What's Happening Now in Sex Education....29
Postscript for Parents....36
Resolutions and References....39

at a time, and over a long period of time. Flirtation became a lost art, cutting in at dances all but disappeared (if indeed the couple even bothered to go to dances), and breakups could be fairly stormy. With all this ritual pairing off, there was a rise in heavy petting or "making out" and the "everything but intercourse" sexual pattern. Premarital pregnancies rose slightly and earlier marriages increased sharply.

Most experts believe this new pattern of sexual courtship which has continued into the '60s places a great emotional strain on young people. "Choosing a steady" is a serious matter for the young person and "breaking off" can result in physical or mental breakdowns--especially for the girl who must often act as sex policeman with neither parent nor community to do it for her.

As writer Henry Anatole Grunwald describes modern attitudes: "Nice girls don't" is undoubtedly still the majority view of acceptable sexual behavior among youth, but it is, he says, definitely on the wane, as is "No nice boy will respect you if you go to bed with him." And, he adds wryly, "American youngsters tend to live as if adolescence were a last fling at life rather than a preparation for it."

Paul Woodring, editor-at-large of Saturday Review's Education Supplement, points up the dilemma of the young. Human males reach their period of greatest sexual vigor and desire at a time prior to marriage when the doors to socially approved sexual activity are closed to them, and the dilemma faced by girls, though different, is no less perplexing. Though some girls have strong sexual urges, more of them are motivated more by the desire to be popular with boys or by the desire to please one particular boy. The girl does not want to be thought old-fashioned, moralistic, or square.

Although society has become more permissive, Woodring goes on, there is still no effective and accepted code of sexual conduct and each boy must decide for himself, and each girl for herself, where to draw the line. They need all the advice they can get from older people who presumably can take a longer view.

But, says Mary S. Calderone, M.D., director of the Sex Information and Education Council of the United States (SIECUS), adults are not advising the young people and indeed are responsible for much youthful confusion.

Dr. Calderone, tireless champion of a broad positive approach to sex education, says adults have left adolescents defenseless to cope with a society saturated with girlie magazines, pop music erotica, pornography and near-pornography in ads, movies, books, TV--all pushing a larger-than-life image of sex.

"We have allowed all the protective barriers that shielded us in our youth to go down," she says, "by doing away with chaperones, supervision, rules, close family relations, and privacy from the intrusion of the communications media. We have provided mobility and luxury. As a result we have left our children totally vulnerable to the onslaughts of commercial exploitation of sex, tabloid reporting of sexual occurrences, wholly unsupervised after-school occupations, easy access to cars, and many other dangers. And

we have not filled the void left by the vanished safeguards with a bulwark of factual knowledge and orientation to strengthen and guide the young person in his defenselessness about sex."

Pointing to the premarital pregnancies, the forced marriages, the early divorces, the abortions, the increased venereal disease rate, and the homosexuality now "visibly more prevalent," Dr. Calderone says these are disquieting observable results of something that bothers her even more: "The way in which young people ape the adults in kicking around, exploiting, and treating with profound lack of understanding and respect something so valuable and central to the well-being of each and every one of them as his sexuality."

SEARCHING OUT THE FACTS

Where is the child to get the factual knowledge and orientation to guide him in understanding and using his sexuality?

Not, apparently, from his parents. One recent Purdue poll of 1,000 teenagers showed that the majority "got the word" from their friends (53 percent of the boys, 42 percent of the girls). Another 15 percent "pieced things together" from a variety of sources (TV, movies, books, pornographic and otherwise); 6 percent received instruction from school; 7 percent were advised by adults other than parents. Only 15 percent of the boys and 35 percent of the girls received sex information from their parents.

The reasons are not hard to understand. Many present-day parents were brought up in an era when sex was still talked about in hushed tones or snickers. If they asked their parents about babies, they did not receive straightforward answers. And subjects like intercourse, masturbation, "wet dreams," homosexuality, were simply unmentionable--especially "in front of the children."

There was only one acceptable standard in premarital sex relations with which grandfather's generation attempted to indoctrinate the children, and that was "don't."

Times have changed and youngsters have changed. Paul Woodring notes that today's students, though they "seem excessively eager to conform to the standard of the peer group if they can discover what it is," are not willing to accept an absolutist view of what is right and wrong.

They have read enough history, anthropology, and literature, he says, to know that sexual morality differs from one culture to another and from one period to another within a culture. They have learned enough psychology to know that whether one will feel guilty about any kind of behavior depends on what he has been taught and what he has learned from his own experience. They know that pregnancy can now be prevented by anyone willing to plan ahead, and they have "more confidence than may be justified" in their ability to do their own planning.

All of which leaves parents feeling more helpless than ever. Reared by

mothers and fathers who were hesitant in talking with their children about sex, parents today are more afraid not to educate their own offspring as to "right" and healthy attitudes in a rapidly changing society.

But they are hindered by their own ambivalent and emotional feelings about sex, often unwilling to recognize in their children the same drives they themselves experienced in childhood. And they frequently don't know the right words!

The result is that many children enter kindergarten or first grade filled with a strange mixture of notions about their own sexuality and their "state of being." For the child has been learning from his parents some definite attitudes toward sex--there have been the lifted eyebrows, the strained looks, and slaps when he touched his own genitals, the shock when he used (experimentally) a four-letter word, the coy babytalk about bathroom functions. A parent reveals his own feelings through common everyday events in many ways and to the child it seems all adults must feel that way--that sex organs are somehow "naughty"; that bodily functions must be "dirty." Thinking about these things at all makes him feel a bit guilty.

It is no wonder that many a child, from the primary grades on, does not ask his parents about the things that are bothering him regarding his sexuality, but turns to his friends (who are just as uncertain as he is). And when the time comes for that once-in-a-lifetime heart-to-heart talk with father or mother about the "facts of life" at age 10 or 12, it is already too late. Communication on this subject broke down a long time ago.

If many parents feel helpless in this area, what about the church as a sex educator? This is an institution in society which, with the home, is expected to take responsibility for the development of attitudes and value positions among the young.

Most religious educators say that it is only recently that the church has begun to overcome its own former reluctance to deal openly with sexual matters, and while it can perform important supportive functions, the church has too limited contact with the children to make an impact.

In a resolution passed by its Board of Directors in March 1966, the American Association for Health, Physical Education, and Recreation (AAHPER) said: "Sex education is a necessary part of each child's education and frequently needs additional emphasis beyond that in the home, church, and community. Although the home is recognized as the preferred place for instruction, schools should be particularly well qualified to reinforce and promote a wholesome study of sex education in a complete health program." The Association went on to urge schools to assume the responsibility of providing sound sex education including human reproduction as one part of a complete health education program. It urged colleges and universities to include family living instruction, including sex education, in the general education of all students. It also encouraged churches, civic organizations, and other community groups to strongly support programs of sex education.

Proponents of sex education in the schools say that the classroom offers the best opportunities to present all children with information regarding

healthy sexuality. For one thing, teachers tend to be more knowledgeable than many parents about physiology, anatomy, health, psychology, and social problems.

Also as the child progresses through the grades, the teaching becomes concentrated into subject areas, many of which relate specifically to sex and reproduction education, to social-sexual-psychological development, and to social problems and health.

Thus, says executive director Helen Manley of the Greater St. Louis (Mo.) Social Health Association, information about sex not only is a normal part of the subject matter in junior and senior high schools but also is an integral part that has to be conspicuously avoided if it is not to be included.

She points out that every school subject, even one not directly concerned with sex information, has its contribution to make in helping children and young people understand interpersonal relationships, family roles, and the relation of one's sex to these. Literature, music, art, history, and the social sciences especially offer such opportunities.

Most authorities today feel, however, that offering sex information in the schools is not enough.

Current programs in the schools, says Esther Schulz, associate director of the Sex Information and Education Council of the United States, are weighted with biological or reproductive information. Little is offered to assist students to face real life situations.

Education about human sexuality, she points out, has two reasons for being considered in the academic offering: (a) to help each individual understand himself as a sexual being in the total sense; and (b) to help individuals use this knowledge in a responsible manner.

In other words, says Dr. Calderone, in a positive program a child would learn that sex is "not something we do, but something we are...and that sex is not a 'problem'" to be controlled but a constructive and creative force he can learn to use and manage.

She is critical of the kind of curriculum that puts sex in the same category as alcohol, narcotics, tobacco--all labeled "Danger!" and of the merely token instruction many schools give on human biology and reproduction --perhaps no more than a film on menstruation for girls or a lecture on venereal diseases for boys.

Good family life and sex education, most experts maintain, must move beyond the biological level to give youngsters sound preparation in human sexuality and a clear understanding of the anatomy, physiology, psychology, and social roles of male and female. Armed with factual information, the youngster more likely can make well informed choices as to how he will use his sexuality to relate normally, naturally, and meaningfully to other people. To achieve this ambitious goal, many educators believe sex education should be interwoven into the curriculum from kindergarten through the high school, and should involve all pupils and most teachers.

Superintendent Paul W. Cook of the Union High School District, Anaheim, California, which involves some 31,000 junior and senior high school students each year in a successful family life and sex education curriculum, recently spelled out its long-range goals in down to earth terms. Cook said Anaheim seeks to prepare boys and girls:

- Who gladly accept their own sex
- Who have some understanding and compassion for the opposite sex
- Who have a vocabulary by means of which they can talk with anyone with dignity and intelligence about the most delicate areas of sex and sex relationships
- Who have a good grasp of the anatomy and physiology of sex
- Who understand clearly that sex is only one part of love
- Who have developed methods of rationally solving their problems in dealing with other people
- Who have a set of personal standards in which they believe, and which they will follow
- Who are well informed and have some insight and understanding into the problems of dating, going steady, engagement, marriage, premarital sex relationships, extramarital sex relationships, and deviate sexual behavior
- Who are mature enough to recognize that the current manner of exploiting sex through business, films, and TV is done in a manner which, on the whole, is immature, dishonest, and misleading
- Who have some understanding of what it means to be a mature person in dealing with other people
- Who believe on the whole that people who practice the common decencies get along better and are happier and more successful than those who do not.

Even at that, Cook concedes Anaheim is starting "about 10 years too late." Since the child's inner emotional structure is thought to be fairly well set by age 10, he points out, sex education appropriate to the age and development of the youngster should start very early.

GUIDING PRINCIPLES FOR FAMILY LIFE AND SEX EDUCATION PROGRAMS

The school administrator, PTA group, or planning committee considering the goals and principles which might underlie a broadened program of family life and sex education in the community's schools will find much help in an impressive 1967 policy statement developed by the Illinois Sex Education Advisory Board (SEAB) and issued by the state superintendent of public instruction.

The Illinois legislature in 1965 passed a Sex Education Act, permissive in nature, but definitely offering encouragement and assistance to those local boards of education wishing to set up such programs. The Act established a Division of Sex Education in the office of the state superintendent of public instruction, and provided for the Sex Education Advisory Board composed of five representatives of state agencies and four members representing the general public. SEAB serves in an advisory capacity to the

state superintendent and the new Division on all policies and procedures designed to help local administrators to develop family life and sex education courses. Among the guiding principles developed by SEAB for "sound and comprehensive" programs in Illinois, which might be used for guidance elsewhere, are the following:

1. Sex education programs, to be really effective, must be carefully and thoughtfully planned at the local community level, under the general administrative authority, responsibility, and direction of the local board of education and school administration. Active, constructive "grass roots" involvement of parents, teachers, and community leaders and groups is essential. Every reasonable effort should be made to insure that the community understands, accepts, and is ready for the program in family life and sex education before it is inaugurated.

2. Sex education involves the home, school, church, and community all working cooperatively towards areas of common agreement rather than focusing unduly on areas of disagreement. It is the primary responsibility of parents to provide sound sex education for their children; so sex education should be started and continued in the home. However, the school also has an important role in sex education, because many parents are not prepared to meet the developmental needs of their children for sex instruction. Although the home and school have key roles in sex education, they cannot do the job alone because sex and sexual behavior involve the whole person and his or her life style in the community environment. Thus, the church and community must also accept their share of the responsibility if sex education is to function effectively in the lives of young people.

3. Sex education should include the biological, psychological, social, and moral aspects of sex, because human sexuality and sexual conduct involve the whole person and his or her life style. Teaching the "biological facts of life" is important, but alone it is not enough, because a too strictly scientific-biologic approach to family life and sex education has definite limitations.

4. Family life and sex education in schools should be a continuous process, based upon a sequential, spiral learning progression flexibly planned for grades 1 through 12. The curriculum should be based upon the problems, personal-social needs, and interests of students, and upon the local community situation. Students should not necessarily receive information about everything in which they are interested (e.g., morbid curiosity and unwholesome sexual interests). The scope and sequence will vary somewhat in different schools and communities. The topics included and the emphasis will, of course, vary at different grade and school levels in accordance with the age and maturity levels of the students, from early elementary level children to young adults in senior high school.

5. Family life and sex education is concerned with both facts and

A Modern Description

Family life and sex education includes all the educational measures designed to help young people meet the problems of life which have their center in the human sexual instinct and the personal/social/family relationships of boys and girls, men and women.--From the Illinois Policy Statement on Family Life and Sex Education.

values. Sex education should be broadly conceived and planned as an integral part of education for personality and character development, guided by positive ideals and goals as well as by negative restraints and social sanctions. The focus should be on the constructive use of sexuality in human living, not merely on the negative outcomes of sex misused. In making their own decisions about sex in their lives; students are testing authority and they want and need to know the social boundaries of acceptable sexual behavior. They want to know what sexual standards society approves and why.

6. Illinois youth should be sex-educated, not merely sex-informed or indoctrinated. Illinois youth are growing up in a democratic pluralistic society wherein many traditional ways and standards are being challenged. In sexual matters they are being confronted--in news media, magazines, advertising, movies, plays, TV, radio, and books--with "situation ethics"* and an emerging, but not yet widely accepted, standard of premarital sexual permissiveness with affection. They need to be sex-educated so they can meet and adjust to current conditions by making intelligent choices and sound decisions--based upon progressive acceptance of moral responsibility for their own sexual conduct as it affects themselves and others --when faced with alternative standards and patterns of sexual behavior. Sex education based upon a fear approach or moralistic preaching--instead of good teaching and sound guidance--is apt to prove self-defeating in the modern world. Provision should be made for class discussion and communication among students, teachers, and counselors, which will guide and assist Illinois youth in critically and constructively analyzing current sexual problems and issues and in drawing sound conclusions, desirable from both a personal and a social standpoint. We must have faith that when young people in Illinois are given the facts and then guided in thinking things through the vast majority will choose the right path instead of the wrong.

We must face up to the fact that there is no formula for insuring ethical sexual behavior in modern youth. Young people need to see clearly that self-control of their desires is essential in their personality and character development toward becoming mature men

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* What is true, meaningful, and best for me, or for us, in this situation under these circumstances?

and women. They need to see that self-control at the human level implies understanding of one's sexual impulses and their potentiality for good or evil, setting up of ideals and values to strive toward, and the maturity necessary to postpone immediate gratification for future goals.

7. Sex education must not be an isolated special facet of education but must be integrated into the total school program, instead of being departmentalized. Well planned units in family life and sex education should be included in various appropriate subjects such as general science, health education, home economics, biology, physical education, and social science. Since everybody's job is nobody's job, this can best be accomplished by a standing committee whose task is to help plan and coordinate the sex education program in any given school. In addition, it is desirable to have a one-semester course on preparation for marriage, parenthood, and family life, taught by a well prepared and interested teacher, open to juniors and seniors in high school on either an elective or a required basis. The potential values of such a course are indicated, in part, by the early marriage age and the high divorce rate of teen-age students. We need to conserve our human resources as well as our natural resources in Illinois.

8. Sex education should be planned to take into account individual differences and to anticipate the developmental needs of children and youth, to avoid the "too little, too late" approach which has characterized too much sex education in the past. However, the school needs to guard against the other extreme of "too much, too soon." When given too much, too early in the child's life, sex education may be bewildering and detrimental; given too little, too late, it is of little value. Individual counseling should be provided in addition to classroom instruction, so that aid can be given on questions and problems too personal for classroom discussion.

9. So-called "sex education booby traps," such as teaching students (a) specific methods of birth control, (b) specific methods of VD prophylaxis, and (c) sexual techniques, should <u>not</u> be included in sex education in the Illinois schools; some appropriate instruction should be included to protect children and youth against sexual deviates, but sexual perversion should not be included as a <u>major</u> topic in school sex education. However, it is desirable that appropriate instruction be included on topics such as petting, premarital chastity versus premarital sexual intercourse, masturbation, VD education, pornography and obscenity, the dangers of world population explosion, and selected legal aspects of sexual behavior.

   The school, in handling controversial issues in family life and sex education, should be mindful of the varying moral, ethical, and religious beliefs of students and their parents. Should students raise questions which teachers feel are inappropriate for class discussion, teachers should have no compunctions about referring students to their parents, family physician, or clergyman.

10. Since instruction is the most important factor in the success or failure of sex education in the school, teachers should be carefully selected and adequately prepared. They should be willing to supplement their preparation and improve their competence in family life and sex education. Sex education may be taught by regular classroom teachers--either men or women, married or single--who are emotionally mature and well adjusted and sincerely interested in understanding, working with, and helping children and youth to make sex a constructive part of their personality, character, and life. The best teachers will be those with interest and mature enthusiasm, aptitude, and good preparation. All teachers, whether directly involved in teaching sex education or not, should be fully informed about the program. Schools will have to assume the major responsibility for teaching; however, this does not preclude the use of competent resource people when appropriate. It is doubtful if an effective sex education program can be planned and carried out on the basis of special lecturers from outside the school. The program will be no better or worse than the teachers who help plan and carry it out in the local schools. Preservice and inservice programs utilizing modern methods and materials are essential to the ongoing success of sex education in the Illinois schools. The Illinois Sex Education Act recognizes and stresses the importance of and makes provisions for teacher preparation.

11. Family life and sex education may be taught either in mixed classes of boys and girls, supplemented by individual counseling on personal questions and problems, or in separate classes for boys and girls, depending upon the school and grade level and upon local school-community conditions. However, it may be desirable to teach family life and sex education in mixed classes in senior high school, grades 10 to 12, so that both the masculine and feminine points of view may be taken into account when basic problems and issues are discussed. Mixed classes are one step toward the

Teaching About Sex in Literature

Commenting on how teachers can use literature to teach about love, marriage, and parenthood, Paul Popenoe, president of the American Institute of Family Relations of Los Angeles, notes that Shakespeare wrote "King Lear" as a study in family disorganization, and teachers could spend some time getting students to interpret it from that point of view. And "Hamlet," he goes on, would provide excellent opportunities to discuss what kind of wife Ophelia would have been, had she lived; what deficiency in her technique prevented her from "getting her man." And as for "Romeo and Juliet," one of the world's most beautiful illustrations of puppy love, why don't teachers point out that Juliet was only 13 years old when she met Romeo (probably in 7th grade of Verona Junior High School); that she had a wise and loving mother in whom she could have confided; and that, if she had done so, she might have lived!

aim of sex education: to help boys and girls and men and women understand, appreciate, and get along better with each other to the end of promoting happy, healthy home and family life.

12. The instructional methods used in family life and sex education should be based upon sound educational principles as related to the established objectives. The sex education materials, such as films, anatomical models, charts, pamphlets, and teacher and student library reference books, should be carefully selected and used on the basis of acceptable criteria, established with the aid of the Illinois Sex Education Advisory Board and the Office of the Superintendent of Public Instruction.

13. Sex education films are only educational aids; they are not a substitute for a sound program of family life and sex education. Showing sex education films without adequate preparation of students beforehand or discussion afterwards may do more harm than good. But good sex education films can be valuable aids when used in a timely and effective way as integral parts of planned instruction.

14. Evaluation and improvement of the sex education program on a continuing basis is essential. Evaluation and testing procedures should be planned and used as an integral part of family life and sex education. Both student achievement and the effectiveness of the program should be periodically appraised in terms of progress towards the objectives.

    The success or failure of the sex education program will depend upon more than the acquisition of basic concepts and facts--important as these are. Even more important are behavioral changes including attitudes, interests, practices, and sexual conduct--based upon the application of knowledge to daily living. This poses a problem. It is difficult to evaluate or measure attitudes, practices, and sexual conduct--especially if students' grades are involved; and the seeking of such evaluative information may violate personal privacy and have serious legal and ethical implications. For these reasons it is strongly recommended that all evaluative procedures be approved by the school administrator, working cooperatively with a local curriculum committee, before they are used in schools. This also applies to student survey and questionnaire forms.

15. It is recommended that pilot programs be established in various representative regions of Illinois, with the aid of the Office of the Superintendent of Public Instruction, to try out various teaching methods, classroom materials, and evaluative and testing procedures on an experimental basis.

16. Family life and sex education programs in schools should be paralleled by a sound community program of sex education for adults, to help them make constructive use of sex in their own lives and to assist them in providing better parental guidance for their own children on sexual matters. Older, more mature students can bring

sex education information to their parents which the adults themselves may need and want and, thus, open up a dialogue and better communication between parents and their teen-age children. Thus, the school-community family life and sex education program in Illinois may become a two-way street leading to human betterment.

GETTING STARTED

The school administrator bent upon (or pushed into) developing a local sex education program must move slowly and with great patience. It could take anywhere from two to four years.

He must have the support of the whole community. Without that, the program is lost before it ever gets started. In the '30s, when sporadic efforts were made in selected school districts to establish sex education programs, most failed because of community apathy, misunderstanding, and fear.

Thus the school administrator must draw strength from the community's large "middle" constituency without losing sight of or contact with the extremes which are sure to emerge--the eager group which can't be bothered to think things out vs. the standpatters who want no part of sex education.

The best way to obtain public support, says Lester A. Kirkendall, professor of family life at Oregon State University, is through the school's normal relations with the public. And the more the sex education curriculum can be interwoven into the normal school program, the less it is apt to be singled out as unusual or threatening.

In this connection, Kirkendall suggests a useful strategy. Most schools teach something about sex education, even if it is only reproduction information in biology classes, or love between the sexes in English literature courses. He believes that any school district wanting to develop a more formal or comprehensive approach is fully warranted in saying that it is "expanding and improving" rather than "starting" a sex education program. The public, he points out, is less fearful of "expanding" than of "innovating" anything.

If he is tuned in to community thinking, the school administrator should be able to spot community readiness to begin exploration of the need for better sex education programs. His common sense should keep him from overselling or glamorizing the possible benefits of such programs, and his political sensitivity should tell him he cannot go much faster in the community than the community itself is willing to go.

As Dr. Calderone has said, if the community will accept something at the fifth-grade level only, then that is the level at which to start. From there, one can expand up and down, all the time continuing the education of the total community.

Outright opposition to such programs, most communities have found,

stems from vocal persons representing a small minority. Some critics object to sex education in the schools because they fear that the school is usurping parental rights. Others have a grievance against the school in general, and the sex education program provides a convenient point of attack.

But sometimes an "attack" brings the issue into focus and can provide a starting point for a better approach to sex education.

Superintendent Cook of Anaheim recounts such an experience. In 1962, a small group of very angry people came to the board meeting and violently attacked a film that was being used in a "minimal" program of sex education in one school. The outcome of that encounter, says Cook, was that the community approved organization of a citizens blue-ribbon committee which studied the problem for a solid year, paid for a professionally conducted opinion sampling of all adults in the district, and discovered that 92 percent of the adults felt there must be sex education, not only in the senior high schools but also at the junior high school level. Buttressed by that kind of support, the district schools began to develop the "elaborate" program that exists today.

At any rate, most planners believe that the first stirrings of interest must be real, not artifically induced. Perhaps the students themselves are dissatisfied with the kind of sex education they are receiving, or maybe questions are coming from parents or church groups. Perhaps the need for better programs is being expressed by the PTA's or the local medical society or the editor of the newspaper.

With something real as a handle, the school administration should feel encouraged to move. It is common practice to set up a small (12 members or fewer) informal exploratory committee which might spend three months or so gauging some of the pros and cons of a possible expanded program and the extent of interest among various segments of the community.

If, as usually happens, this committee recommends to the school administration more detailed study, the next step would be to set up a broadly representative school-community planning committee whose main job would be to determine whether the need actually exists for a comprehensive family life and sex education program in the local schools.

Teachers and school personnel should serve on the committee (but not be a majority) along with parents, clergy of various faiths, medical society members, PTA's, community health, youth, and community service agency representatives, and (very important) persons representing local communications media.

Sometimes in their zeal to see that every interest is represented, organizers wind up with a committee of 40-50 members which is usually too large to function effectively. A committee of 20 or fewer is regarded as more efficient and can provide that all-important continuous interchange between members.

Some way should be found to canvass and listen to student views and ideas. In some communities the young people actually sit on the planning

committee. Others have found a group of students working in conjunction with the planning committee is more useful.

Although community planning committees in different situations have worked for varying periods of time--anywhere from three months to two years --most authorities think it is reasonable to expect the group to complete its work in six to nine months. To drag on longer than that can cause enthusiasm to wane, members to drop out, new members having to be appointed--all of which tends to chip away at the rapport already achieved.

What will the planning committee do? Undoubtedly it will want to take a sober look at problems of the local community which may include a rising rate of venereal disease among the young, a rash of "shotgun" teen-age marriages, more abortions, more divorces, more broken homes and family disintegration.

The committee will also be dealing with such questions as: What is sex education? What do we expect a program in sex education to accomplish? When should it start? What types of experiences should be provided for youngsters? How can various interest groups (teachers, ministers, doctors, youth workers) contribute their knowledge, expertise, support? If the family life and sex education program should include more than reproductive information (and most committees soon decide it should) how can this need be communicated to the community?

When the planning committee has made its recommendations favoring a family life and sex education program in the schools, the next step is to refer them to a curriculum committee, sanctioned by the board of education, which will ultimately be responsible for developing the curriculum and the educational materials to be used in it.

Membership on the curriculum committee will undoubtedly be drawn largely from the ranks of education, but there would be need from time to

The Young Can Teach the Younger

There are no authorities--believe me--in this field. It is ironic that the best people to advise on how to give sound adequate reproductive and sex education to children 10 years old and younger are probably those who have just left that stage themselves. Any group of junior high school students would be pleased to meet with trustworthy adults and could explain in clear-cut fashion the things they themselves would like to have been taught when they were younger. Senior high school students show the same balanced perspective about the junior high school years they have just left, and college students about their senior high school years. We do not often enough accord our young people the responsible place in society that they are fully capable of and deserve to fill.--Mary S. Calderone, M.D., Sex Information and Education Council of the United States.

time to call for advice from physicians, psychiatrists, psychologists, social workers, sociologists, ministers, and representatives of other disciplines.

In the hope of finding a "model" curriculum which can be adopted wholesale in their own community, most curriculum committees conduct a careful survey of how-to-do-it plans of other systems which have successful programs under way. (See pages 29-36.)

Almost inevitably though, they come to the conclusion that there is no model curriculum which exactly fits their community's needs and that they will have to write their own. For one thing, community attitudes toward family life and sex education vary so widely even within a given state that materials acceptable in one school district might be verboten in another.

Usually it takes a curriculum committee some 12-15 months to get the job done. Even teachers who have worked together for years on other projects may discover some sense of embarrassment in dealing with sex education, and this takes time to overcome. Some school districts appoint a committee which will work for six to eight weeks during the summer, one year in advance of the planned initiation of the program. The committee then continues its work during the regular school year, using the following summer for finishing the materials and making plans for implementation at the opening of school.

During all this time, the curriculum committee should not appear to be huddling behind closed doors, but should regularly share its thinking with the citizenry. For example, if particular films are being considered for showing at selected grade levels, they should be shown to many groups of parents for reaction. The more information that can be given to the community, the better.

And if dissenters appear, they should be listened to carefully, and every effort made to answer their questions and counter their objections. Sometimes members of the original planning committee who have become knowledgeable through months of study can make themselves available as speakers and leaders to discuss with community groups the aims, objectives, and aspirations of the projected family life and sex education program.

In the final analysis, curriculum development boils down to devising a sound plan and materials which will be as acceptable as possible to the local citizens, the school administration, and the board of education.

Those who have been through this process urge another absolutely essential procedure. That is to obtain the firm, written approval of the local board of education permitting inauguration of the program. Not only do strong approval and support by the board of education give status to sex education and family life instruction, but they also reassure the teachers and school administration that in the event problems arise they will have this high-level backing.

One problem which all districts must resolve is that centered around provisions for exempting certain students from sex education instruction on the basis of constitutional or other grounds. Local boards of education and

the school administration should consider this matter very carefully and establish written policies regarding exemption, if any.

The Illinois Policy Statement on Family Life and Sex Education, has this to say on the subject:

"Modern family life and sex education involves both facts and values; it is concerned with basic issues related to sexual conduct which have moral, ethical, and religious implications. This makes for a complex educational situation which needs to be handled with intelligent care and consideration by local boards of education, administrators, teachers, and community groups.

"Sex education in the Illinois schools, as any other area in the public school curriculum, must be planned and conducted, of course, in accordance with the U.S. Constitution, Illinois laws, and the School Code of Illinois, regarding general legal requirements and with respect to the separation of church and state. However, insofar as it can be done without violating the functions of the public schools, sound educational principles and practices, and the academic freedom and integrity of teachers, family life and sex education in Illinois schools should not violate the religious principles of the students and their parents.

"The Illinois Sex Education Act makes no specific provision for exemption from sex education instruction on the basis of constitutional or other grounds. The Sex Education Advisory Board recommends that local boards of education should establish written policies concerning the grounds, if any, for exemption from sex education, in accordance with local community situations and the urgent need of Illinois youth for sound, wholesome instruction in family life and sex education."

Another view is offered by two authorities in family living and health education, Lester A. Kirkendall and Helen M. Cox, who do not favor asking parents to decide whether their children may attend a sex education program.

They claim that such a policy implies fear and uncertainty in school authorities, and brands sex education as something "different," adding, "sex education should be considered as much a part of the school program as courses in health, English, science, and social studies--in fact it should be part of these courses. If it is an integral part of these courses, why should permission to attend be asked for or granted?"

Winning Community Confidence

We have concluded, says Superintendent Cook, at least tentatively, that parents and adults in Anaheim do trust us, and at least part of the reason is that we have gone to great lengths to advertise that our materials are available for anyone to see--every book, film, filmstrip, chart, model, diagram, pamphlet, or picture is available to any father, mother, or their friends. Anybody in the community can come to see the films. We show everything and put it on display in every school every year.

"Besides," the educators go on, "who determines when 'sex education' is being conducted rather than 'health' or 'science'? If, however, school administrators feel that the issue of parental permission cannot be bypassed, we favor making it necessary for the parents who object to write the school to this effect. Putting the responsibility on the parents will probably encourage them to give serious thought to the matter before they make a formal request."

SEX EDUCATION IN THE EARLY ELEMENTARY GRADES

Most kindergartners and first graders are quite aware of differences between male and female, and are "giggly" and self-conscious when references are made to parts of the body. They have "always known," say their teachers, that there must be a mother and father involved in order to have a baby, and most realize that the baby grows inside the mother.

On his trips with his mother, the child has seen pregnant women and wondered why they were so fat. But the answers he got may have been helpful, foolish, harsh, or even dishonest. Also he has seen and heard television with its constant litany that being "sexy" has something to do with the right toothpaste, hairspray, cigarettes, cars, or clothes.

So when he enters school, as Helen Manley reminds us, the child already has some information, attitudes, and values about sex. And he keeps his eyes and ears open to learn more. Thus he notices that boys and girls go to different toilets. Sometimes they have different responsibilities in the classroom. If chairs are to be moved, for example, the boys do it. He learns there are words that make others snicker. A boy pulls up a girl's skirt and giggles. Some books have pictures of naked bodies and these are carefully examined.

The teacher of the young child takes him with all his good, bad, or indifferent sex information, tries to satisfy his curiosity and to relieve any anxieties by giving clear, simple, honest answers to his questions.

Teachable moments can center around the arrival of a new baby in someone's family. Young children are fascinated by babies, and the teacher can capitalize on this interest by emphasizing the miracle of a new life, the wonder of reproduction.

Raising hamsters and gerbils in the classroom, visiting the farm or zoo, planting seeds and watching them grow will provide other learning opportunities.

The Committee on Health Guidance in Sex Education of the American School Health Association (ASHA) spent four years developing a suggested curriculum for grades K-12. A program in kindergarten and first grade as outlined by the Committee might include learnings such as these:

1. All living things reproduce. Life comes from life, and the creation of new life is one of nature's greatest miracles.

2. A wholesome respect for all parts of the body and a desire to learn and to use correct terminology in referring to them.

3. There are sex differences between boys and girls, and it is possible to discuss them frankly and without embarrassment.

4. Every person desires privacy at some time. Each person has a right to privacy and each should respect the privacy of others.

5. Each member of a family is important and interested in the well-being of every other member.

Second and third graders, filled with the excitement of being alive, love to explore the things around them and how these things affect them personally. They continue to show great interest in babies, in the difference between boys and girls, and in their interactions with one another. They ask such questions as:

What is the real shape of the heart?
How do we use food from our stomachs?
What are kidneys?
Do boys grow the same way girls grow?
To have a baby, you have to be married, don't you?
If you don't go to a hospital to get a baby out, then do you die?

The second-grade teacher may plan a unit to help children understand all aspects of growth, making comparisons in growth of plants, animals, and human beings, how they are the same, and how they differ.

An elementary study of physical growth, for example, might include material and discussions of reproduction and nurture, foods and nutrition, the digestive process, respiration, circulation, cells, getting rid of waste products--all, of course, carefully adapted to the children's ability to understand. Not all second graders, warns the American School Health Association, may be ready for this relatively sophisticated material and the teacher will need to take cues from their questions and comments.

Emotional growth and the understanding of feelings--how our feelings toward others influence what we think about them and vice versa, how we feel when we win and when we lose, how "feeling bad" with a headache or a stomachache may hinder us from effective thinking and learning--can also be explored with second and third graders in a variety of ways, as can the concepts of family roles and community service.

Through such a unit, youngsters can be helped to understand that human beings grow in many ways--physically, intellectually, emotionally, socially, and spiritually, and that all living things have basic needs (as for food and sleep) which must be fulfilled for optimal growth. They can learn to appreciate the roles of each member of the family as an individual and as a contributing member of the family unit, and can gain a growing regard for masculine and feminine roles in society. They can also be taught to appreciate cleanliness, good grooming, clothing that is neat and functional (not necessarily "stylish"), and a respect for other people.

SEX EDUCATION IN THE MIDDLE GRADES

Fourth Grade

Fourth graders are fascinated by the human body and how it functions. This is a time when health instruction should be quite extensive, capitalizing on their natural inquisitiveness.

Fourth graders are full of questions: How are cells formed and what work do they do? Why do some people have blue eyes and some brown? What are freckles? Why don't all children look like their parents? Why are girls sometimes bigger than boys? Where does the baby come from and how does it get out through such a small space? Is the skeleton in our classroom male or female?

They are also beginning to show great interest in the sexual changes that will become evident in the next few years and are able to comprehend much more detailed information concerning growth changes, embryonic development, and the roles of the male and the female in reproduction.

They will continue study of the structure and functions of cells, chromosomes, genes, excretion, circulation and the blood (frequently using microscope and bioscope to study cells of onion skins, etc.). This is the level, too, when the plastic model torso with male and female parts will be very useful in their study of the human body and how it works.

Because fourth graders are deeply interested in heredity (especially their own), the teacher may encourage each pupil to make a list of inherited characteristics (curly hair or straight, eye color, height) so he can trace these back through his own family as far as possible. Discussions in this field also give the teacher a chance to help students distinguish between those characteristics which are inherited and those which are acquired.

Questions and comments can spark discussions of the differences in growth rates between boys and girls, and here the teacher can lay the foundation for more detailed study of these differences in the fifth grade. The fourth-grade teacher will also continue to build upon the concepts of being a good family member, being a good friend, and growing up emotionally which have (hopefully) been established in the earlier grades.

The goals of such learning are designed to help the student form favorable attitudes toward himself and others, family living, and reproduction. He should gain, among other learnings, an understanding of his family heritage, both hereditary and environmental, a regard for his own and his family's health, and the confidence that he can have many different kinds of friends among people of all ages and backgrounds.

Fifth Grade

When a school district ventures into a formalized sex education program of some sort, it is liable to inaugurate instruction in the fifth grade. This is the ideal school level, most educators think, for the detailed study

of human reproduction, menstruation, male and female organs, because students at this stage still have the frank and objective curiosity of children. As one teacher put it, "ten-year-olds usually have not yet entered puberty and they are fascinated, but not emotional about themselves."

Fifth graders want to know such things as: Are hormones the things that make you feel the way you do about girls? Why doesn't my brother look like me? Will every girl menstruate? Can you go swimming when you menstruate? Do boys do anything like a girl's menstruation? Why do boys insult girls? Why can some teen-agers have babies when they aren't married? Can men and women decide how many babies to have? What decides whether a baby will be a boy or a girl? If a mother dies, does the baby die, too? How long is the baby's cord and how big around? Can the baby see inside the mother? How does the baby breathe before it is born? Does it hurt the mother when the baby is born? How does milk get into the breasts?

Opinions differ as to whether boys and girls should be separated for sex instruction at this age. Some feel that girls, meeting separately, will be more comfortable and ask more questions during detailed discussions of menstruation, for example, than if boys were present. Kirkendall points out that in many schools direct instruction on sex is given by the physical education or home economics teachers and here it is natural for boys and girls to be separated. Also boys and girls mature at different ages, and teachers vary in their ability to deal with mixed classes and with the subject itself. So he thinks separation for discussion of some aspects--masturbation, functioning of the sex organs, menstruation--may be desirable.

"I don't like this 'A' in sex education."

Reproduced from *Look* Magazine, October 1, 1968, by permission of the artist, Glenn Bernhardt, and *Look*.

"All this junk you'll never use—'rithmetic, history . . . now this stupid sex stuff!"

Reprinted by permission from the February 1969 issue of *Good Housekeeping* Magazine. © 1969 by the Hearst Corporation.

On the other hand, Alan F. Guttmacher, M.D., president of the Planned Parenthood Federation of America, Inc., thinks that to separate boys and girls at any stage of sex education is wrong. A sort of "pornographic aura" is created, he says, when students are given the idea such subjects cannot be talked about in mixed company. On all occasions, he believes, sex education ought to be taught as a coeducational discipline.

At least one sixth-grade girl agrees with him. She advised her doctor father who frequently lectured on sex matters to talk to the boys and girls together, explaining that in her school it was the practice for girls to have the instruction a year earlier than the boys. Meeting together would save the girls a lot of time, she thought, because they just had to turn around and tell the boys anyway!

Helen Manley believes that in most situations boys and girls of this age level are mature enough to learn together in this area and a well prepared teacher can make it as free from "the titters" as an arithmetic lesson...but girls should have more time to ask questions of a woman teacher about menstruation.

The Committee on Health Guidance in Sex Education of the American School Health Association says that no pat recommendations regarding mixed or separate classes can be given because community attitudes vary so widely. School authorities, says the Committee, should consider the intensity of the subject matter to be discussed, the age group and the adjustability of boys and girls to each other, the students' socioeconomic background, their sophistication, community attitudes, and the ability of the teachers before a decision on separation or coeducation is made.

For the detailed scientific study at this school level of hormonal effect on physical growth and the bodily changes it produces (pubic and underarm hair, male whiskers, girl's breast development) and of the male and female reproduction organs (penis, testes, scrotum, sperm, erection, seminal emission, ovaries, uterus, vagina, ovulation, etc.), the teacher frequently draws on experienced resource persons who are well grounded in psychology, physiology, anatomy, and the birth process. Very often the school nurse is the prime resource, but it could be the health educator or school physician who has not only the knowledge but also that special ability to create a comfortable, permissive, reciprocal classroom rapport with pupils.

Fifth graders continue their studies of caring for their bodies (especially in light of physical changes now occurring) and their learning to live in love and friendship with their parents and their friends. Open discussions on getting along with others help them to gain perspective on the "crushes" they are beginning to develop at this age, and the first stirrings of that powerful desire to be popular. Some of the concepts they will be absorbing would include these:

- Although the general pattern of growth and development is the same for everyone, each person follows this pattern at his own individual rate.
- At some time in their lives, girls are taller than boys, but boys catch up later, and usually become taller than girls.

- Seminal emissions are nature's way of releasing stored up sperm.
- Menstruation is a normal healthful function which indicates that a girl is becoming a woman who will be able to conceive and have children.
- The creation of a new life is one of the most wonderful acts of nature.
- Information pertaining to sex and sexuality should be sought from reliable sources, not hearsay.
- An appreciation of one's sexuality is a healthful expression of his personality.

Most authorities believe it is absolutely essential for parents to "take sex education" along with their children, particularly for fifth- and sixth-grade sequences. As the American School Health Association points out, the school can contribute wholesome attitudes among children while it is imparting factual information about human sexuality, but it is the parents who endow these facts with a special spiritual and emotional quality.

Fathers and mothers should be invited and encouraged to participate in the fifth- and sixth-grade program through their own classes at night where the curriculum is presented much as it is given to their children. They should also be given plenty of opportunity to discuss these units, as well as earlier sex education and family living classes in the school and those which will come along at the junior and senior high school levels.

Most schools find that parents are grateful for such classes which keep them informed as to what is being taught and how it is being taught and which reassure them that the school learnings are reinforcing those of the home. Another plus is that parents can help teachers and school personnel evaluate the program by reporting their children's reactions to it.

Sixth Grade

Sixth graders, the big wheels of the elementary school, feel very grown-up. They are about to make the big switch to junior high school with all its promise of change and excitement. This is a time of mixed parties and more boy-girl activities (including kissing games), puberty is advancing, sexual identity is being established, and sex per se is of prime interest.

Sixth graders ask questions very similar to those of fifth graders. In their classes they will continue their study of growth and development, emotions, the family, sex and sexuality, and human reproduction.

Objectives of the sex education program at this level, as Helen Manley has stated them, are a continued stress on wholesome attitudes toward sex, the use of a scientific sex vocabulary, an understanding of bodily changes on the way, an ability to talk freely and with factual knowledge about sexual matters, a view of human growth as a product of physiology and inheritance, respect for social customs, family loyalties, and the miracle of life.

At this level, the teacher may find it useful to put some special

stress on what it means to be male and what it means to be female. Should boys never cry? Is there something wrong with a girl who likes to play baseball?

The teacher has an opportunity to make clear (possibly using examples from literature) that when a situation arises which causes a boy or grown man to cry from pain, frustration, or sympathy, he is "not acting like a girl," but only exhibiting a sensitivity common to all persons. And the girl sports buff is not necessarily a tomboy or "musclebound," but only displaying her personal enjoyment of such activities.

Such open discussion of masculine and feminine roles, says the American School Health Association, helps young people to accept their own behavior and that of others as characteristic of all persons regardless of sex.

SEX EDUCATION IN THE JUNIOR HIGH SCHOOL

Twelve- and 13-year-olds can drive their parents up the wall with their "moods." One moment the adolescent girl frolics like a puppy with little children, the next she's dissolving into despair because her mean old mother won't let her go to the midnight movie.

But if early adolescents are a trial to their parents, they're even more a trial to themselves.

Concerned with the changes in their own bodies (acne, chubbiness, being all arms and legs) as well as with their personality and boy-girl relationships, they are full of such questions as: How can I overcome shyness? Should girls 12 and 13 be allowed to have a clothes allowance and how much should it be per month? How do you get along with someone who sticks his nose in your business? What do you do when a girl calls you and starts acting silly? If a boy tells a dirty joke and a girl is around, how do you change the subject--or should you just laugh and pretend you don't care? How old should you be before you start paying a girl's way on dates? Should a boy kiss a girl at the end of a date? What should you do when someone makes fun of you? How can you be nice and friendly with members of the opposite sex without everybody thinking you're flirting?

There are also many questions from this age group about menstruation, intercourse, ovulation, conception, pregnancy, and birth.

Most experts feel that sex education and family living should be emphasized in junior high school--either as a separate unit or as a definite part of the continuing health curriculum. Some schools place this unit in the seventh grade; others, in the eighth or ninth.

The earlier the better, says Paul Popenoe, the famed marriage counselor. Time and again, he says, a young person says to him, "We got a pretty good sex education course in the twelfth year and we all said, why on earth wasn't this given to us in the ninth year when we needed it so badly and when it could have prevented us from so many mistakes?"

Popenoe believes that seventh grade is a good time for the first emphatic push "with mixed classes not segregated by sex, abundant use of some of the innumerable and excellent audiovisual materials, careful selection of teachers on the basis of personality, and the course just as compulsory as English or arithmetic."

Much of the junior high level material on personality and emotions, dating, boy-girl behavior, family structure and relationship can be discussed in mixed classes, but there is still a belief among many educators that sexes probably should be separated as youngsters review male and female reproductive processes and need to raise questions of a personal nature.

Some of the desirable concepts and attitudes which junior high school youngsters might absorb from this unit are suggested by the American School Health Association, as follows:

- The sex drive is a healthy natural force which is designed to assure the continuation of the species and which finds its most appropriate expression in mating and reproduction.

- In boys, awareness of the sex drive develops before or concurrently with the maturation of spermatozoa.

- The increased strength and awareness of the sex drive find natural expression in an increased interest in relationships with members of the opposite sex.

- Young men and women in our culture are biologically capable of mating and reproducing several years before they are emotionally and socially mature enough to fulfill the responsibilities of being parents.

- During adolescence one of the most important factors that continue to shape a person's personality is his own idea of what he would like his personality to become.

- Problems related to control of the sex drive naturally arise in dating. A person can handle such problems most constructively if he understands himself and his dating partner as sexual beings, knows what circumstances are likely to create problems, anticipates such problems beforehand, and establishes limits for his own behavior. When dating, one accepts responsibility for his own welfare and that of his dating partner.

Some excellent background and advice for teachers handling this material are contained in the tentative junior high school guide to family life education being developed by the Montgomery County, Maryland, schools. The sections on "family and peer relationships" and "dating" could be read profitably by many parents, worn out by hassles with their young over curfews, clothing, going steady, blind dates, double dates, and the like. The County's pilot courses in family life education for elementary, junior high, and senior high schools were in different stages of tryout, evaluation, and revision as this report was written (expected completion, January 1970).

SEX EDUCATION IN THE SENIOR HIGH SCHOOL

The upper grades, says Dr. Calderone, offer the "last chance" to arm the student with sound knowledge and attitudes about his sexuality. Once he gets into college it is too late, for he will take with him "his misconceptions, his incomplete information, his preconceptions, his experiences uninterpreted to himself whatever his sexual experience has been."

Dr. Guttmacher echoes this warning. He believes high schools are surrendering students to the colleges "very poorly prepared" to cope with their sexuality in a new environment--free, perhaps for the first time, from parental influences.

The answer of some college youngsters to this freedom, he says, is to lay down rules for themselves which parents may find shocking. Some young people, for example, have decided that premarital sexual intercourse is all right providing there is at least a temporary "faithful" relationship between the boy and girl.

This shows, says Dr. Guttmacher, that the young are showing some selectivity and trying to think through the problem. However, he warns that premarital sexual relationships can have very destructive effects for many young people.

A sound sex education, says Ira L. Reiss, sociology professor at the University of Iowa, can aid the student to choose his or her "sex ethic" in a more calm and less compulsive fashion. The choice of sex ethics, he believes, is already an accepted part of youth culture. Young people feel they have just as much right to choose their sex ethic as to choose their political party or their religion. They feel there are different ways suited best for different people. This is often called the "new morality."

In making the case for better sex education courses in high school, Paul Popenoe notes that these years are the most critical ones in the establishment of sexual promiscuity. This is pointed up, he says, by the more rapid emotional maturity of girls. During a large part of the high school period they are perhaps several years in advance of boys of the same age and in the same class. "Taking their cues from the lessons they get on movies and television," says Popenoe, "the girls think they should be irresistible. When the boys, still at the Boy Scout stage, seem uninterested, the girls think they themselves must be deficient and the only solution that occurs to them is to step up their voltage."

Sex education in the high school is found in various areas of the curriculum, such as health, science, home economics, social studies, social problems, or as a special family living course.

If sex education is given strong emphasis in ninth grade, says Helen Manley, it may seem advisable to hold the family living course for the eleventh and twelfth grade, and use it to pull together all the things learned earlier.

At this age, the course should be coeducational. Its objectives might

be to (a) give the youth knowledge and appreciation of the place the family holds in our culture, his own place in his own family, and his responsibilities to the family he may wish to establish one day; (b) to give boys and girls the scientific and physiological information for understanding sex and its relation to the family, including the knowledge of the power of the sex drive, the tensions that arise, and the need for controlling the sex urge by self-discipline and self-understanding; (c) to give the young people an understanding of the differences between sex desire and love.

Senior high school students want to argue and discuss the "why" of things. They ask: "What is so wrong with petting if you have been going with a boy a long time and like only him? Why are boys more sexually interested in a girl than they are in her personality or looks? Exactly what are contraceptives and how are they used? Why are girls more emotional than boys but not so fast to want sex? Whose fault is it if a girl becomes pregnant?"

Everybody's heard about the "pill" and students want to know more about birth control and other contraceptive measures. This is a touchy topic in some places. For example, Michigan has a law against teaching about birth control in its family living courses. But teachers can point out that there are family planning procedures considered acceptable by persons of different social, religious, and ethnic groups and that the subject might be one the student would wish to discuss with his family or with religious or medical advisers.

Some feel that this is not enough and that various voluntary methods of birth control should be discussed in school courses. Dr. Guttmacher believes students, at the age of 16 or 17, need to be given "accurate detailed contraceptive knowledge." In fact, he says this may be way too late in the inner cities where children of 13 or 14 desperately need the information.

High school youngsters quickly reject anything they think is preachy and moralistic. The successful teacher is the one who not only keys discussion to young people's very real concerns about sex, dating, marriage, and parenthood but also helps them to work out their own solutions through lively classroom projects. Some good ideas are suggested in the tentative teachers guide for the senior high family life education course being developed by Montgomery County, Maryland. Some examples of such projects:

- Class debate on the subject, "Teenagers should be allowed to make more of their own decisions without so much parental influence."
- Class discussion on ways parents are considered old-fashioned.
- Parent panel where mothers and fathers discuss their problems in raising children.
- Assigning committees to view TV "family situation" comedies and to report back their opinions regarding impact of these on children.
- Class debate on "Youth of today is sufficiently responsible to date and entertain without the presence of so-called chaperones."
- Panel discussion on "Is there a continuing need for an engagement period in today's world?"
- Assignment of committees to study needs in various areas of marriage

(wedding, honeymoon, buying furniture, paying rent, utilities, food, recreation, and clothing costs).

- Class visit to a court of law to hear a divorce case argued.
- Class discussion of "the crush" as a learning experience in growing up.
- Class discussion of the topic, "The male sexual urge, being what it is, encourages the idea that boys have great difficulty controlling themselves, sexually. Is this true?"
- Discuss the pros and cons of so-called "open-mindedness" regarding matters of sex.

WHERE WILL WE FIND THE TEACHERS?

From the foregoing discussion, it is obvious that a crucial factor in sex education is the quality of the teacher. The school administrator may be forgiven for wondering where he will find these paragons.

On the one hand are those who, like Superintendent Cook, believe that in every school system there are teachers with the qualities of personal stability, warmth, ability to establish rapport with youngsters, and interest in the subject who can be trained for the task.

But others are less confident, especially if the district is going to concentrate its sex and family life education into one or two subject-matter courses at the secondary school level. Such communities will be hard put to find teachers, warns Eleanore B. Luckey, professor and head of child development and family relations, University of Connecticut. Colleges, she says, are simply not turning out teachers who can deal effectively with all the aspects such a course would require. Under current conditions, the best instructional arrangement for a single course, she thinks, would be a system of team teaching.

The ideal, she says, would be to have teachers of every field so well prepared in human relations that there would be no necessity for singling out any one area or "course" that would be called "family life and/or sex education."

In this she apparently agrees with other quoted authorities, among them Helen Manley, who believe complete honest information, appropriate to the child's growth and interests, should be provided continuously throughout his school life. Miss Manley says this does not mean sexuality and sex-related concerns have continuous emphasis, but only that an atmosphere must exist in the school in which children are free and unembarrassed to ask questions, and the teachers are the same in answering.

Because teachers now in service have had little or no preparation for this field and may feel insecure, hesitant, or lacking in knowledge, the school administrator is justified in giving much thought to identifying those who might teach and in preparing them carefully.

The "right" teacher, says one authority, should be a person with in-

sight, warmth, and a willingness to become competent. Another says the teacher of sex education should enjoy the give and take of lively discussion with youngsters and be somewhat "unshockable." A third says the teacher should be a strong, stable adult whom children can respect, have confidence in, and rely upon, but who will not try to dominate them. Other desirable characteristics often mentioned for teachers who will handle various aspects of sex education include good common sense and judgment, a sensitivity to community mores, and a sense of humor.

Like Miss Luckey, Marian V. Hamburg, associate professor of education, New York University, points out that teacher education institutions have neglected sex education. She cites the survey conducted in 1967 by James L. Malfetti of Teachers College, Columbia University, and Arline M. Rubin of Brooklyn College of the City University of New York. They found that only 8 percent of the teacher training institutions responding to the survey offer specific courses to train teachers in this field. Moreover, of the 229 colleges in the survey which offer no courses in sex education, only six have plans to provide courses in the future.

To serve as a pilot for improving the situation, a new graduate program in sex education for the elementary school was offered for the first time in 1968 by New York University's School of Education in cooperation with the U.S. Office of Education as authorized by Title V, Part C, of the Higher Education Act of 1965. A one-year fellowship program for experienced teachers, successfully completed, will lead to a master's degree in health education with specialization in sex education. An expanded program which will include high school teachers is planned for the future.

Selected courses in sociology, psychology, anthropology, and science, as well as courses in health education and other disciplines, provide the fellows essential background in the behavioral and biological sciences.

A unique feature is the "marathon" sensitivity training sessions. One example is the all-night, topic-centered discussion in which fellows seek to understand their own personal attitudes, opinions, and beliefs about sexuality and interpersonal relationships, how they develop, what conflicts exist, and ways and means of coping with them. Out of such sessions, says Mrs. Hamburg, quickly grows a climate of friendliness and freedom to discuss controversial issues in subsequent class sessions.

Fellows also observe children in a variety of settings and situations in the New York metropolitan area, view significant sex education films at a film festival of several days' duration, have tutorials on a regularly scheduled basis, and undertake a project designed to contribute to the improvement of sex education at the elementary level--perhaps for their own schools.

Some colleges and universities offer summer workshops or institutes for preparing teachers in sex education. SIECUS Newsletter (December 1968) reported that, although these offerings in 1968 varied in content and approach, they yielded "sufficient satisfaction to workshop participants and directors to guarantee the almost unanimous decision to repeat and increase the offerings."

Meantime, other types of inservice training are being designed by local and state agencies with the general goals of helping teachers feel comfortable with their own sexuality; giving them the ability to use the language of sex easily; alerting them to changing attitudes toward sex; and making them aware of the tremendous influence of the person's sexuality on many aspects of his life.

The inservice workshop which precedes establishment of a specific school or district program often includes discussions of the need for such courses in the district; mental health and emotional needs of school-age youth; sex attitudes and behaviors in contemporary society; overall aims and objectives of the program; review of materials to be used; basic biological, psychological, and sociological aspects of sexuality; teacher concerns and anticipated teacher problems.

Anaheim schools make a special point of training volunteer teachers who come from many disciplines in adolescent psychology, group counseling, and dialogue techniques. Emphasis is placed on how to start conversations with youngsters, how to keep them on the subject, how to get more solid and deeper answers.

Most observers feel that the stickiest part for the teacher (aside from ridding himself of his own inhibitions about sex) is in answering student questions. To fail to answer these questions is to encourage a negative attitude toward sex. And the very fact that the student can bring himself to ask the question warrants a frank answer. If the question is not a suitable one for classroom discussion, advises the American School Health Association, the teacher may refer students to other sources. For example, the teacher is prohibited in some schools from discussing birth control in the classroom. And if the teacher does not know the answer, there is no harm in saying "let's look it up." The ASHA has some comforting words for teachers on this score. It says flatly that the experienced teacher will find that any question proposed at any grade level can be answered simply, directly, and satisfactorily.

WHAT'S HAPPENING NOW IN SEX EDUCATION

"If we feel that sex is an important aspect of life, then it is important to enable people to think clearly about it. This the public school systems can do if the parents of America will let them," says Professor Reiss.

Part of the problem, thinks Elena M. Sliepcevich, director of the School Health Education Study, Inc. (SHES), may be that changes in education come about "slowly and painfully." Some of the groups most energetically pushing sex education in the schools, she says, have very little knowledge either of how schools operate or of the pressures from other special interest groups constantly being exerted on school boards and administrators. She notes that there are some 25,000 different organizations in the health field alone, many of which would like to insert their specialty into the school curriculum.

Recognizing these pressures, the Joint Committee of the National School Boards Association and the American Association of School Administrators passed a resolution in 1967 (see pages 42-43) calling for "one sound, interrelated, and sequential program in health education, including sex and family life education" which would operate from kindergarten through grade 12, and which would avoid "bandwagon approaches, crash programs, and piecemeal efforts focused on one or a few topics that happen to be enjoying popularity or extensive press coverage."

The resolution framers noted that, in the field of health education, boards and administrators are being urged more and more to provide special time in an already overloaded curriculum for as many as 30 categorical topics, including smoking, drug abuse, alcohol education, venereal disease, accident prevention, tuberculosis, cancer, and nutrition, as well as sex and family life education.

Literally, the resolution adds, if something new goes into the curriculum, something must come out, and it states flatly: "There is neither time nor justification for separate courses in categorical areas of health... which should be a unified concept."

One of the School Health Education Study's earliest steps in 1962 was to survey small, medium, and large school districts in the United States, selected by random sampling, to determine the emphasis being placed on health topics in the curriculum.

In the sex and family life field, SHES found that although medium size districts were emphasizing family life education in grades 1-6, more than half of both the large and small districts were omitting this area of learning in the elementary grades.

A majority of schools in all size districts, the study showed, were teaching about boy-girl relationships, the structure and function of the human being in the seventh grade. Instruction about marriage, parenthood, and child care was generally delayed until grades 10-12. And even at that, a majority of the big city school districts were not including units on preparation for marriage in the high schools.

A companion SHES study of 18,000 elementary and high school students,

Chile Plans Nationwide Program

A group of educators representing the ministry of education in Chile were scheduled to take part in an intensive inservice education program planned by the Sex Information and Education Council of the United States. After visiting New York and other cities in the United States in 1969, the group would return to Chile to develop curriculum guides, inservice education for teachers, and adult education programs in family life and sex education for the entire country.--Esther D. Schulz, Associate Director, SIECUS.

which turned up many distorted ideas and a general lack of knowledge about health, also revealed that the students lacked confidence in either their parents or the schools to help them gain more knowledge and perspective on sex questions. Three fourths of the boys and one half of the girls said they would never, or only sometimes, turn to either their parents or a school counselor for answers.

Miss Sliepcevich suggests that there has been a tendency in schools to underestimate the ability of students to deal with more advanced and complex health concerns at earlier ages. If students, throughout their school career, were given factual knowledge upon which to base their conduct, she believes the tragic "had I but known" consequences of ignorance might be lessened. Accurate knowledge dispensed early and often is desperately needed, she says, in an era when more women marry in their eighteenth year than in any other and have their first child in their nineteenth year, and when 40 percent of the unwed mothers of this country are between 15 and 19 years of age.

Deryck Calderwood of the Sex Information and Education Council of the United States criticizes some so-called "sex education" programs in the words of a student who told him: "They give as little information as possible as late as possible to as few as possible." Calderwood makes a practice, when visiting a school, of asking if it has a sex education program. Adults may say yes, but students say no. He concludes the program is often handled in such antiseptic terms students never know what they are receiving.

Things are changing, however--perhaps not as fast as some of the publicity suggests--and broader programs of the type favored by AASA, NSBA, AAHPER, and other concerned groups are being initiated.

Some have been encouraged by state legislation. Illinois enacted its sex education law in 1965, followed by Maryland and New York in 1967, Michigan and Ohio in 1968.

The editors of Education U.S.A. surveyed the states in September 1968 to discover whether the state board of education had adopted (a) a policy statement on sex education; and (b) guidelines to help local school districts develop programs in sex education.

Of 31 replies, 16 states--Connecticut, Delaware, Florida, Georgia, Iowa, Illinois, Maryland, Michigan, Minnesota, New Jersey, North Carolina, Ohio, Oregon, Virginia, Washington, and Wisconsin--reported that they had developed or were developing policy statements.

Six additional states reported to Education U.S.A. or to another survey by the State University of New York at Albany that, while they had no policy statements, there were state guidelines for local districts to follow. These were Alaska, Colorado, Indiana, New Mexico, South Carolina, and Utah.

Another four states--Mississippi, Montana, New Hampshire, and South Dakota--said they were planning workshops, providing speakers and/or materials, or otherwise getting ready to consider broadened programs of sex education and family living.

Much of this activity has been encouraged by the U.S. Office of Education. It announced in 1966 that schools, communities, and state agencies wishing to establish or improve programs in sex and family life education might be eligible for federal grants. Teacher and counselor institutes, graduate fellowships, state leadership training, adult education, library improvement, curriculum development, research, and demonstration were given as examples of projects that might qualify for federal funds under Titles I, II, III, and V of the Elementary and Secondary Education Act; Titles III, V, and XI of the National Defense Education Act; Title I of the Higher Education Act; the Cooperative Research Program; and various vocational and library services acts.

The Virgin Islands Department of Education is developing a cooperative program in family life and sex education for all grades. In preparation are a curriculum guide, inservice education for teachers, and a pilot program for the schools. The program has had the help of SIECUS and a grant from the Public Welfare Foundation, Inc. Community planning is developing concurrently with the school program, under the aegis of the Unitarian-Universalist Fellowship and the St. Thomas Mental Health Association. The latter has been actively sponsoring community-wide institutes to help keep the public informed and interested.

The local school districts are beginning to move, too. Two of the biggest--Chicago and New York City--have inaugurated family life and sex education programs in the last three years. San Francisco is in the tryout stage. Baltimore, Maryland, Washington, D.C., and Kansas City, Missouri, have had programs under way for some years.

Chicago, moving cautiously with a carefully chosen advisory committee of civic, medical, religious, and educational representatives and keeping the parents informed all the way, started its program in the fifth grade of one elementary school in each of the city's 27 districts. That was in 1966-67. The following year it was extended to a total of 108 schools and was further broadened in 1968-69. It will expand until, by 1971, the education will begin in kindergarten and continue through the twelfth grade.

As part of the preparation, and before their children started the course, Chicago parents were shown all the material to be used, including three films. They were given the option of having their children excused but, only 16 were withdrawn out of a total of 3,167 youngsters.

Teachers were prepared in a series of after-school training sessions (for which they were paid) by psychiatrists, physicians, and experienced teachers. Of 90 teachers asked to teach, only four requested to be excused.

The course itself consisted of one period per day over three weeks taught by the regular fifth-grade classroom teacher as part of the regular health education and science curriculum.

The reception so far, says the director, Barbara Hawkins, has been "fantastic." Many parents told her that sex education is the dinner table topic for the three weeks the course is in operation and that now they can "talk to their children again."

Asked to evaluate in writing their reactions to the course, parents made such comments as: "I know my job is to pick up where you left off, but what a wonderful start you have given me!" "The main advantage, I feel, is that my son and his friends have similar information and won't confuse each other." "I think my daughter will benefit greatly by being taught sex education as matter-of-factly as arithmetic or any other subject."

In 1967, New York City introduced into 166 selected schools at all grade levels its new curriculum area entitled "Family Living, Including Sex Education." In the early grades, this instruction is included in the science, health education, or social studies time allotments. Beginning in grades 5 and 6, the teaching is more direct, with teachers given flexibility in planning how best to schedule it. In junior and senior high schools, one period per week is devoted to various aspects.

For example, seventh graders learn about endocrine glands, sex glands, hormones. Getting along with others of both sexes, what to do about crushes on older persons, puppy love, and how to behave on a date, along with discussions of "how to say 'no'" and how to "vary the tempo on a date," get emphasis in the eighth grade.

Near the end of the eighth-grade curriculum comes a subject to be introduced, says the curriculum guide, with "great sensitivity"--the subject of homosexuality.

Ninth-grade teachers have the task of dispelling "common fallacies about sex"; e.g., that sowing wild oats is a good preparation for marriage; that sexual intercourse is necessary for development, health, and happiness; that inhibition and control are harmful, and the like.

For children in some New York City neighborhoods where dropout rates are high, study of marriage and parenthood will be telescoped into the tenth grade from the eleventh- and twelfth-grade curricula. Tenth graders also will be given intensive instruction on the reproductive system through charts, transparencies, and manikins, and will be asked to do independent research on "old wives' tales" about prenatal care.

Eleventh graders will discuss everything from virginity and the double standard of morality for men and women to why engagements are broken and how to plan a honeymoon.

In the twelfth grade, buzz sessions on such subjects as promiscuity, prostitution, venereal disease, homosexuality, contraception, abortion, and divorce will be backed up by books and studies of the work of family planning agencies.

The Baltimore, Maryland, systemwide program of family life education, say spokesmen, represents the results of planning that has gone on for more than a decade. Where learnings fit into special disciplines, that is where they are taught. For example, units on population pressures occur in studies of the social sciences; education about venereal disease, in secondary school science and health classes. Baltimore uses team teaching in this field and conducts regular workshops and seminars for teachers.

Washington, D.C., schools have been teaching health and family life education from kindergarten through the twelfth grade since 1958, but teachers feel information is not enough. They believe they must go beyond the four walls of the schools and work with the parents in raising the standards of behavior for young people. In 1966 there were almost 5,000 live births to unwed mothers in the District of Columbia, almost half of them in the 15 to 19 age group. And there were more than 2,200 cases of gonorrhea in the 10 to 19 age group.

Kansas City, Missouri, has a unique and practical angle on the sex education of its seventh graders. It teaches them by television, two sessions per week throughout the school year. Included in the TV lessons is material on emotional and social growth, understanding emotions, physiology of sex, the male/female reproduction systems, VD, understanding human sexuality, boy-girl relationships, and so on. Boys and girls are separated for the TV lessons on human growth and reproduction. Parents are informed when these are to be aired and asked to notify the school if they do not wish their youngsters to view those particular segments. Teachers follow up on the TV lessons with guides keyed to each program.

San Francisco is still in the tryout stage, having begun its planning in 1967 with an advisory committee of 30 persons representing a broad spectrum of the community. An inservice course in family life education was held in 1967, enrolling some 600 teachers and administrators, and the schools have enlisted support of the local educational TV station to develop a TV series on family life education.

The 25-year-old sex education program in San Diego, California, was developed from requests from parents. The local PTA routinely requests the principal to provide sixth-grade social health lessons (one hour per day for one week). Group counseling sessions and informal discussions are held once a week in the high schools. Although the program is optional, it has more than 99 percent student participation.

The 20-year-old sequential family life program in Hayward (Calif.) Unified School District, sparked by a student petition in 1947, is a community endeavor where, as one observer put it, if the schools cannot cope, other agencies are asked to join in--doctors, clergy, parents.

Hayward's director of secondary education, Don Oakes, says sex education teachers are advised in advance of certain pitfalls to be avoided--for one, use of questionnaires that could be misinterpreted as personal inventories on sex habits. Also avoided is any advocacy of birth control, mechanically or medically. The schools' position is that the individual must make this decision with the advice of physician or clergy. The schools discuss birth control as an international problem, a controversial issue, an item in current events.

Another item avoided is the teaching of anything approaching sex techniques. This task, says Oakes, "is better reserved for an experienced marriage counselor or qualified medical doctor."

In Evanston, Illinois, an extensive program in family living has

operated for 16 years with particular emphasis on reproduction at fifth, seventh, and eighth grades. Also offered is a comprehensive inservice training course for teachers. Support has been good, thanks to an effective community relations program and to the fact that the courses are continuously evaluated by parents, along with the superintendent, principals, supervisors, teachers, and nurses.

Keokuk (Iowa) Senior High School has had an elective marriage and family living course for 25 years, and in all that time teacher James D. Lockett has had no opposition from parents. His superintendent, Elmer C. Gast, concurs that there has been no vocal opposition and indeed admits that "our main criticisms are coming from people who want us to do more on the elementary level."

Lockett says the basic purpose of his course, which covers premarital sexual relations, reproduction, implications of the moral code, VD, and family planning, is to "bolster the teaching of the parents who have done a good job, and to fill in the gaps for those students whose parents have done an inadequate job." When he surveys students early in the course on whether their parents have done an adequate job in teaching them about sex, 50 percent regularly answer no.

The Anne Arundel County, Maryland, public schools are working toward county-wide implementation of a K-12 program in family life and sex education. At the end of the year 1968 the board of education, with a group of outstanding teachers, was preparing some tentative units for selected situations at grades 5 and 6.

Flint (Mich.) Community Schools have a program of sex education extending from the fifth through the twelfth grades, conducted by a staff of special teachers who provide instruction in all elementary and secondary schools. Using a developmental and sequential philosophy, teachers emphasize sex education at the fifth, eighth, tenth, and twelfth grade levels. Only the twelfth-grade segment is elective; all other portions of the program are required, although children may be excused from sequences on human growth and development upon parental request.

Moorestown Township, New Jersey, public schools are in the second year of a three-year plan to introduce a "Personal Growth Program" into the elementary schools. Correlated with all areas of the curriculum, K-6, the goal is to provide sequential learning experiences in social, physical, emotional, and intellectual growth and "to promote communication between adults and youth as students progress to junior high school."

In September 1968, the Fayette County, Kentucky, schools inaugurated a basic sex education program for grades 6, 8, and 10. Units are taught in special classes or seminars, and not necessarily as a specific part of any course. Teachers are prepared in a five-day workshop for which they are paid. The system will have a comprehensive sex education program extending through all grades, beginning in 1969.

A citizens task force in Arlington County, Virginia, strongly recommended in 1968 that the schools give increased attention to human growth

and development from the "earliest ages," in order to "present each pupil with the fundamental information he needs for a well adjusted life." The task force felt that boys and girls should not be separated for such instruction and that they needed information much earlier than has been customary. For example, the facts of menstruation, said the task force, should be given at the fourth-grade level.

"Getting Ready Time: Preparation for Family Living" is one phase of the K-12 family life and sex education curriculum of Summit County Schools, Akron, Ohio. A 14-week course presented one hour each week to fifth and sixth graders, it is initiated as a health club with the idea that information learned is club business, not playground talk. Parents are honorary members of the club and students are encouraged to continue their discussions each week at home. There are no books, homework assignments, or tests. Facts are transmitted by "broadcasts" from the graduate registered public health nurses who teach the course. Games played with factual concepts and terminology questions keep interest high. Almost 50,000 youngsters have taken the course in the 18 years it has been offered.

POSTSCRIPT FOR PARENTS

To find out the kind and amount of sex education being offered in your child's school, don't rely on hearsay from your son or daughter, neighbors, friends, friends of friends, or even the local newspaper. Visit the school and talk with the principal, the teachers, the nurse, and the counselors. Ask questions of school board members, PTA, and other school-related leaders.

If you learn that the school's program is minimal or nonexistent and you think more should be offered, you may want to suggest a program of study to the PTA or to any other community group in which you are active.

Many of the resources listed in the bibliography (pages 44-48) could be useful in such a study. You will also want to check on the resources available from your own state board of education and state board of health.

The SIECUS Newsletter (Sex Information and Education Council of the United States, 1855 Broadway, New York, N.Y. 10023) contains extensive bibliographies, a variety of reprints, and audiovisual listings in each issue. Single subscriptions are available at $4.50 per year. Also available from SIECUS is a reading list ("Selected Reading in Education for Sexuality") divided into two categories, one for adults and one for children and young people.

You can obtain publication lists from the American Social Health Association, 1740 Broadway, New York, N.Y. 10019; Child Study Association of America, 9 E. 89th St., New York, N.Y. 10028; Children's Bureau, Department of Health, Education, and Welfare, Washington, D.C. 20203; American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036; Public Affairs Pamphlets, 381 Park Ave., New York, N.Y. 10016.

The "Sex Education Series" (5 pamphlets) published by the Joint Committee of the National Education Association and the American Medical Association (NEA, 1201 16th St., N.W., Washington, D.C. 20036; AMA, 535 N. Dearborn St., Chicago, Ill. 60610) are useful for parents. The price is 30 cents for each pamphlet or $1.50 a set.

Many excellent articles appear frequently in periodicals. For example, the May 1967 supplement of the Journal of School Health, "Growth Patterns and Sex Education," outlines an entire curriculum K-12. It is available from 200 E. Main St., P.O. Box 416, Kent, Ohio 44240, $2.50 per copy. Refer to Education Index under the topical heading of "sex education" or "family life education" for specific titles and issues of educational periodicals. (The Index is available in most school, college, and public libraries.)

Meantime at home, you are trying to give your growing child as sound a background as you can for understanding and dealing with his own sexuality. Authorities suggest some helpful attitudes in dealing with questions your child asks from the earliest years on.

Be a good listener. Try to figure out what it is the child is really asking. The three- or four-year-old who asks where he comes from is not really curious about sexual intercourse or childbirth. He's trying to find out who and what he is, and his relationship to you. Give him what you think he wants as straight as you can, but don't overload him with a torrent of information.

Keep the terms as simple as possible, using words with single meaning, geared to his level of experience.

Be honest and consistent. Mother and father should be agreed on how they will answer questions. If you know generally the age at which certain types of questions will be asked, you can plan together on how to handle them.

As he grows older and a bit away from the family circle, try to keep in touch with his concerns. He won't welcome prying and probing but you need to listen hard to what he's chattering about during the ages of 5 to 8.

Do things with him. The five- to eight-year-olds love to visit new places, pick up new ideas, have good conversations with their parents.

Don't be alarmed when the 10- to 12-year-old who has been happily engrossed in schoolwork, scouting, science, and friends suddenly shows great interest in trashy magazines, sexy movies, lurid newspaper crime reporting. Actually, some authorities tell us, he has never really lost interest in sex--it has just faded into the background while he dealt with more urgent concerns. Be honest in answering his questions at this age, even though you dislike some of the events that sparked them. You can give him more balanced points of view.

If he "clams up" in pre-adolescence even though you have had good easy talk in earlier years, you may need to make conversational openings in order to help him bring up personal concerns. Or maybe you ought to examine your

own performance in answering earlier questions. Were your answers dull, incomplete, unclear, moralistic, phony? Better find some more realistic ways of talking with him.

Listen to his new opinions when he brings them home, and show your faith and confidence in him. Accept his judgments and values (even when you don't agree with some of them) if they are not harmful, and are important to him. Accept his "gang," if you can, and be alert to opportunities for involving him in family activities.

With your older teen-ager, respect his efforts to balance his immediate desires and his long-range goals. Avoid the suspicious, too close questioning and overly harsh restrictions that make him feel he's not trusted.

Share your own beliefs and experiences honestly with your older children. It will help your teen-ager to know you had these same struggles and feelings when you were his age.

What you tell your children about birth control will depend on your own beliefs. If you have religious or personal reasons for thinking it is wrong, you should say so when the question arises, and explain on what you base your judgment. On the other hand, if you think family planning is a step forward in human welfare, you should explain why to your growing sons and daughters.

Most parents would agree that the youngster should not reach physical maturity ignorant of the way sexual intercourse, pregnancy, and childbirth occur--but not all of them are up to explaining this in detail. If you don't feel capable of handling the situation completely, you may want assistance from your family doctor or clergyman.

If you do feel able to explain such matters, exercise judgment as to when, where, and how. Your teen-ager, depending on his temperament or mood, may not welcome talk of these intimate matters now, just because you've been frank with him in earlier years or happen to think the time is ripe. In fact, you shouldn't expect the older teen-ager to be very talkative within the family circle about his sexual feelings. Very often he will consult some other admired adult on problems that are bothering him. Parents should encourage openness and candor but nor force the issues. Tact and timing are important considerations.

Try to give your youngster the freedom to find his own way through the many choices offered him. Guide him toward the choices you think right, but respect his opinions and decisions.

The most precious gift parents can give to their child is the capacity to love--first by loving the child and responding to his love as it takes form, then by standing aside when the child begins to turn his love to others outside the family group, and finally to his mate.

Through all these busy years of growing, parents set the example by the kind of family life they live. From his parents, the person learns that love is based on respect for another human being, a respect he can feel only if he has it first for himself.

RESOLUTIONS AND REFERENCES

RESOLUTION passed by Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, Chicago, Illinois, April 1964.

Schools and Problems Relating to Sex

WHEREAS the altered structure of our society has resulted in greater permissiveness, and changing moral values, and

WHEREAS the years when sexual drives are recognized to be approaching a peak present the need for important and even urgent decisions on the part of youth, and

WHEREAS the exploitation by all forms of mass media of the sensual aspects of sex has placed undue emphasis on erotic behavior, as opposed to mature, responsible love relationships, and

WHEREAS the disparity between expressed beliefs and observed actions of many adults has not passed unnoticed by the youth of our country, and

WHEREAS the persistent occurrence of out-of-wedlock pregnancies and venereal disease has been paralleled by a lessening of the restrictive effect on sexual behavior by either of these conditions; therefore be it

RESOLVED that the schools accept appropriate responsibility for reinforcing the efforts of parents to transmit knowledge about the values inherent in our family system and about the psychic, moral, and physical consequences of sexual behavior, and be it further

RESOLVED that this be done by including in the general and health education curriculum the physiology and biology of human reproduction beginning at the elementary level and continuing throughout the school years at increasing levels of comprehension, and that the study of venereal diseases continue to be a part of communicable disease education during early adolescence, and be it further

RESOLVED that the concept of the family as a unit of society based on mature, responsible love be a continuing and pervasive education goal.

RESOLUTION passed by the Board of Directors, American Association for Health, Physical Education, and Recreation, Chicago, Illinois, March 1966.

Sex education is a necessary part of each child's education and frequently needs additional emphasis beyond that in the home, church, and community. Although the home is recognized as the preferred place for instruction, schools should be particularly well qualified to reinforce and promote a wholesome study of sex education in a complete health program.

Therefore, be it RESOLVED: That the American Association for Health, Physical Education, and Recreation urge schools to assume the responsibility of providing sound sex education including human reproduction as one part of a complete health education program.

Be it further RESOLVED: That the American Association for Health, Physical Education, and Recreation urge colleges and universities to include family living instruction including sex education in the general education of all students.

Be it further RESOLVED: That the American Association for Health, Physical Education, and Recreation encourage churches, civic organizations, and other community groups to strongly support programs of sex education.

RESOLUTION adopted by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, Chicago, Ill., February 26-28, 1967.

Balanced Curriculum

WHEREAS, it is essential to teach health effectively in all our schools; and

WHEREAS, each year demands are made upon the schools to emphasize certain more dramatic issues in the health curriculum; and

WHEREAS, we encourage updating and improving the health curriculum; therefore be it

RESOLVED, that schools be encouraged to be flexible enough to meet the current needs of our times; and be it further

RESOLVED, that schools make every effort to teach all important aspects of health with the proper emphasis and to discourage an overemphasis on popular problems at the expense of a total balanced health education program for children and youth.

HEALTH EDUCATION AND SEX/FAMILY LIFE EDUCATION

The Joint Committee of the National School Boards Association and the American Association of School Administrators, at its January 1968 meeting, explored several problem areas. One area of concern which was given special attention and on which the Joint Committee decided to speak was that of sex and family life education. The Joint Committee affirms that:

School boards, administrators, and curriculum staffs of school systems throughout the United States are presently being pressured to offer courses in sex and family life education.

This is not a unique experience. Schools traditionally have been importuned by well intentioned groups to give time and emphasis to special interest areas in the school program, often without inquiry or concern as to whether an appropriate framework exists to include the topic in the curriculum. All of these organizations are eager to reach the school-age population of over 50,000,000 young people.

In the field of health education, school boards and administrators are urged, at one time or another, to provide special time in the curriculum for as many as 30 categorical topics, including smoking, drug abuse, alcohol education, venereal disease, accident prevention, tuberculosis, cancer, nutrition, in addition to sex and family life education.

The Joint Committee of the National School Boards Association and the American Association of School Administrators is aware of the present emphasis on sex and family life education, as well as the pressures from the many other specialized interests in the health field.

The Committee is unanimous in its firm belief that the only effective way in which the school can fulfill its responsibility for meeting the health needs of youth is through a comprehensive program of health education in grades K through 12. Such a program establishes the organizational framework for meeting the health needs, interests, and problems of the school-age group as well as preparing them for their role as future parents and citizens.

Including sex and family life education with the other categorical health topics in one sound, interrelated, and sequential program not only saves time in an already crowded curriculum, but assures that all topics will be part of a long-range program and will receive more complete and detailed consideration at the appropriate level of the student's development.

Such a comprehensive approach should be supported by groups interested in a single health area because it assures an orderly and progressive consideration of the separate topics in the context of total health and, hence, offers more effective student exposure through the grades. It avoids "band wagon" approaches, crash programs, and piecemeal efforts focused on one or a few topics that happen to be enjoying popularity or extensive press coverage at a particular time--an approach which on the basis of past experience has proved to be largely ineffective.

The Committee wishes to emphasize that it must be recognized that the

school curriculum is already overloaded. Literally, if something new goes in, something must come out. There is neither time nor justification for separate courses in any of the categorical areas advocated by specialized interest groups.

Health is a unified concept. It must be approached with consideration of the total human being and the complexity of forces that affect health behavior. It is concerned with the health attitudes and behavior of the individual, his family, and the community. It is concerned with knowledge, attitudes, and practices--that is, health behavior in its totality. This cannot be achieved with a piecemeal approach.

The Committee recommends a coordinated attack on all health problems with a comprehensive health education program extending from K through 12 and encompassing the total scope of such a program.

Such a program places a responsibility on local school boards and administrators, state departments of education, and teacher training institutions to provide qualified teachers, adequate time for instruction, authoritative and up-to-date materials, and supervisory assistance for health education commensurate with other curriculum offerings.

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